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ABSTRACT

This issue focuses on teaching for diversity, reviewing some strategies designed to increase the supply of minority teachers and to prepare all teachers to work with students of many different races, cultures, and backgrounds. These strategies are being piloted in programs across the United States. One strategy for increasing the supply of minority teachers is the teacher cadet approach, which brings schools and higher education institutions together to choose potential teachers when they are still in middle and high school. Some examples of successful teacher cadet programs are described. Another approach is that of recruiting m_nority students from local community colleges to make it easier for them to enter and complete 4-year teacher education programs. Programs of two colleges with such an approach are described. Bringing teacher assistants into teacher education programs is another way to increase the number of minority teachers, as is bringing volunteers into teacher education programs. Examples are also given of these program types. Restructuring teacher education for diversity is another approach to increasing the number of minority teachers. The programs that are described are only a sample of efforts underway to increase the numbers of minority teachers and to help all teachers work in diverse classrooms. (SLD)

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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TEACHING FOR DIVERSITY: INCREASING THE SUPPLY OF MINORITY TEACHERS

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ETS POLICY NOTES

News from the ETS Policy Information Center

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TEACHING FOR DIVERSITY: INCREASING THE SUPPLY OF MINORITY TEACHERS

In 1984, approximately three-quarters of the elementary and secondary school students in the United States were White, while 16 percent were Black and 8 percent were Hispanic. Ten years later, the picture had changed: Black enrollment in elementary and secondary schools nationwide had remained at 16 percent, while White enrollment had declined to 68 percent and Hispanic enrollment had risen to 12 percent.[1] Demographers tell us that the picture will continue to change in the coming years as the numbers of minority students in the United States continue to grow. In many schools across the country, Black, Hispanic, and Asian American students far outnumber White students.

These trends have not been paralleled by an increased number of minority teachers, however. Only about one out of every 10 teachers in American classrooms is a member of a minority group, and in many parts of the country, the supply of minority teachers has been dwindling. Teaching diverse students, many of whom may be "at risk," poses numerous challenges to the typical teacher, a White female trained in a conventional teacher education program. Accordingly, educational policymakers and practitioners across the country are seeking ways to prepare a new generation of teachers to teach for diversity.

This issue of *Policy Notes* reviews some promising strategies designed to increase the supply of minority teachers and prepare *all* teachers to work with students of many different races, cultures, and backgrounds. These strategies, which are being piloted in a series of programs across the country, are described at greater length in a recent report from the ETS Policy Information Center entitled *Teaching for Diversity: Models for Expanding the Supply of Minority Teachers.*

All of the programs studied are relatively new, and further evaluations are needed to weigh their accomplishments. Still, some initial findings are noteworthy. Most importantly, the evidence suggests that there are many students of color who wish to become teachers. Several of the programs described in these pages and in the full report said they had to turn down a large number of qualified applicants for lack of space or funds. Further, those who did participate in the various programs were described by faculty and staff as highly motivated and resourceful. It appears, then, that these prospective teachers not only draw a great deal from the educational opportunities made available to them, they also have much to offer to other students and to those who are teaching them.

[1] National Center for Education Statistics (1994). *Mini-Digest of Education Statistics (p. 14).* Washington, D.C.: U.S. Department of Education. These race/ethnicity categories are mutually exclusive; thus, Hispanic students are not also categorized as being White or Black.

This Issue:
Teaching for Diversity

- Reaching Out
- Creating Paths
- From Teacher Assistant to Teacher
- From Volunteer to Teacher
- Restructuring for Diversity
- Reflections

Guest Editor: Lynn Jenkins

Reaching Out to Schools

One strategy for increasing the supply of minority teachers is the teacher cadet approach. This approach brings schools and higher education institutions together to choose potential teachers early, when they are still in middle school and high school, then cultivates their interest in and preparedness for teaching as they approach college age.

The Louisiana Consortium

In Louisiana, a consortium of universities (Tulane, Xavier, and Grambling) is working with local schools to field test a variety of strategies aimed at recruiting, preparing, and graduating minority students with the potential to become teachers. Most of the participating schools have high dropout rates and low college enrollment rates, and many are located in economically disadvantaged communities. The teacher cadet program in Louisiana targets Black students who have strong potential, but who probably would not consider college without such interventions. Staff describe the average program participant as a Black female who may dream of going to college, but does not know what she can achieve.

The Louisiana Consortium uses a three-step approach to encourage more Black students to enter teaching careers. First, *Future Teachers' Clubs* for ninth and tenth graders encourage students to remain in high school, attend college, and become teachers. The clubs offer an array of activities, such as test preparation workshops and campus visits, to help students select and apply to colleges and to obtain financial aid. The clubs also give students a chance to explore teaching by providing them with opportunities to help teachers with various assignments, such as correcting papers and making bulletin boards.

Second, in schools where Future Teachers' Clubs are located, eleventh- and twelfth-grade students can participate in *Teacher Internships*, which give them an opportunity to develop and practice teaching skills. These hands-on experiences are supplemented by enrichment activities that offer focused instruction in tutoring and other skill areas.

Third, students who have completed internships and who meet certain selection criteria can participate in a six-week *Summer Enrichment Program*. Participants are exposed to an academically rich curriculum that places special emphasis on language arts instruction, learning skills, Afro-American history, and teacher education.

The Georgia Consortium

In Georgia, another consortium has been formed to address that state's urgent shortage of teachers in general, and minority teachers in particular. In recent years, Georgia's student population has grown rapidly, but at the same time, the attrition rate among its teachers has been extremely high. The state estimates that it needs approximately 8,000 new teachers annually, but only about 3,000 certified teachers graduate from schools of education in the state each year—and many of these do not enter the teaching

Who is participating in the Teacher Cadet Programs of the Louisiana Consortium?

In its first year, the program at Xavier University created Future Teachers' Clubs in three New Orleans public schools that have large numbers of economically disadvantaged Black students. A total of 79 students in grades 9 and 10 participated in the program that year. According to program staff, the typical participant was "female, Black, 14 to 15 years old, living in the community close to her school." Many participants lived in single-parent homes. Mothers of these students usually had not attended college. On average, the students read at a seventh or eighth grade level, and earned Bs in nonacademic courses and Cs and Ds in tough courses. Most participants were thoughtful about their academic work. Most were not leaders, but often volunteered and carried a lot of responsibility outside of school. These students may dream about going to college, and may have the potential, but have not recognized their abilities.

profession. The supply of minority teachers is of particular concern, as relatively few minority students enter the state's teacher education programs.

To address these problems, Spelman College, Morehouse College, Agnes Scott College, Emory University, and Paine College joined forces to establish local collaborations with schools to encourage minority students to enter teaching. The consortium developed a plan to identify promising high school students, recruit them for participation in a teacher cadet program, and provide a variety of interventions to improve their academic skills and stimulate their interest in teaching. Each of the four colleges and universities in the Georgia Consortium is pursuing the same plan, adapted to fit local circumstances.

The local high schools involved in teacher cadet programs designate contact persons to help identify potential participants. In the Agnes Scott College program, counselors and principals in two county school systems assist in recruiting students. In the Paine College program, students who have participated in the teacher cadet program in previous years help recruit future participants. Nearly all of the schools were able to recruit far more students than could be admitted to the programs.

Students who are accepted to the teacher cadet program take a battery of tests, and the results are used to plan appropriate academic activities. The students participate in an intensive summer enrichment program designed to strengthen their academic skills, as well as expose them to teaching. This four-week program includes a communication module, which focuses on critical reading, writing, listening, and speaking skills; a mathematics and computer skills module; a study and test-taking skills module; a field experience module, in which students spend 30 hours working in sites such as day care centers, summer camps, and summer schools; and a cultural experience module, which gives students exposure to music, theater, dance programs, and other such activities.

During their senior year in high school, the students participate in activities that sustain their interest in teaching, helping them apply to college and obtain financial aid, and giving them opportunities to tutor peers and work with mentor teachers.

Challenges to Be Addressed

For teacher cadet programs to succeed, feeder schools must share and be willing to pursue the program's goals. The colleges and universities in these consortia found that some local school administrators did not believe they were serious about recruiting minority students into the teaching profession. Others questioned why students should be encouraged to go into teaching. "Who wants to be a teacher, anyway?" asked one principal. Some did not believe the shortage of minority teachers was a real or serious issue. Contradicting the program's goals, some teachers wanted to recruit only the best students into the programs, rather than minority students whose potential was less obvious.

Program evaluation is another challenge. It is difficult to track students over time to determine whether they enroll in and complete a teacher education degree program and whether they eventually become teachers.

Recommendations

- Local schools that offer teacher cadet programs must support the program's goals and should enroll large numbers of students in the targeted population.
- The criteria for selecting students for participation should be clear. Students most likely to pursue and complete a teacher education program should be targeted.
- Teachers and school personnel in the program should be adequately trained and should be involved in planning program activities.
- Institutional barriers to program success should be identified early and resolved before the program is implemented.
- Student participants should receive a well-balanced mix of experiences, including academic enrichment, motivational activities, and hands-on classroom experience.
- Students who participate in internships and summer enrichment programs should be paid a stipend to help compensate them for what they would have earned had they worked.
- Host colleges and universities should be urged to admit students who complete the teacher cadet programs.

Creating a Path Between Two- and Four-Year Colleges

Because community colleges enroll large numbers of minority students, they are a fertile ground for recruiting minority teacher candidates. Yet, a variety of obstacles make it difficult for students to transfer from community colleges to four-year institutions. Community college courses often cannot be transferred to four-year colleges and universities, and student transfer procedures are often complicated, so students may be discouraged from transferring. Even after they transfer to four-year institutions, minority students and others may not receive the support they need to complete the degree program. In recent years, several higher education institutions across the country have developed strategies to recruit minority students from local community colleges and to make it easier for them to enter and complete four-year teacher education degree programs.

Kean College's Collaborative Hispanic Teacher Education Initiative

Kean College in New Jersey has developed such a program, called the Collaborative Hispanic Teacher Education Initiative. More than half the Hispanic students at Kean complete their first two years of post-secondary schooling at a two-year institution. Several years ago, faculty and staff at the college recognized that Hispanic students were experiencing a high failure rate on the NTE licensing tests for teachers. Further, students who were taking their general education courses at community colleges were not performing as well on the NTE as students who were taking these courses at Kean. In response, a variety of faculty, student, and curriculum development activities were initiated to increase the number of Hispanic students entering and completing Kean's teacher education programs and to improve their success rate on the NTE.

One Kean initiative was to establish formal articulation agreements with local community colleges so students could more easily transfer their credits to the college's teacher education degree programs. The college also established course equivalency plans to enable transfer students to fulfill the entrance requirements for the teacher education program while attending a two-year institution. Kean decided to have its Early Childhood Education faculty teach certain education courses to community college education majors who were interested in transferring to the teacher preparation program. Further, the community colleges created a separate track for education majors who wished to transfer.

Finally, Kean revised its curriculum to introduce more multicultural content and to better prepare Hispanic teacher education students for the NTE. It developed semester and summer review courses, as well as tutoring and test preparation workshops for students at risk of not passing the examination.

Los Angeles Mission College

A community college in California's North San Fernando valley, Los Angeles Mission College has an interesting history. In the 1970s, it began offering classes in storefronts and wherever else it could find teaching space. The college established its own facility in 1991, yet it still offers day and outreach programs at off-campus sites in the surrounding communities. This reflects its mission: to provide open access to its educational programs.

In collaboration with local school districts and California State University at Northridge, the college created a Future Teachers Institute to identify and prepare minority students who had the potential to become teachers. Roughly two-thirds of the population in the college's service area is Hispanic. This fact, combined with the desperate need for bilingual teachers in California, explains the program's emphasis on recruiting and training Hispanic teachers.

Who is participating in the Collaborative Hispanic Teacher Education Initiative?

The initiative at Kean College is designed to serve Hispanic students at local community colleges, particularly those enrolled in elementary and early childhood education degree programs. At the time of the study, students participating in the transfer program were from Puerto Rico, Columbia, Cuba, and the Dominican Republic. While some had attended high schools in their native countries, the remainder had been educated in the United States. Some of the participants were fully bilingual, and others had limited use of a second language. Their ages ranged from 22 to 55. Program staff said the participants were very capable of completing a teacher education program, but needed early advising to help them plan how to obtain their teaching certificate and to tell them what they should do to transfer to a four-year college or university.

In its first few years, the Institute created an associate's degree program with a bilingual emphasis and established a formal articulation agreement with the four-year Northridge campus to enable students from the college to transfer more easily. One important goal was to establish a career ladder that would enable participants to pursue either teaching assistant certification or full teaching certification.

To give students the assistance they need to succeed, the program provides special academic enrichment classes and an extensive network of support services. One innovative aspect of the program is its use of peer mentors: students at California State University at Northridge who are completing their degrees assist students who are just entering the teacher certification program. These types of support are invaluable, as nontraditional students—and particularly students of color—often feel that four-year colleges are less supportive, less nurturing, and less understanding of their needs than are community colleges.

Challenges to Be Addressed

Nontraditional students often find it difficult to move from the more open and integrated atmosphere of a community college to predominantly White, selective institutions. Many, particularly older students, do not feel that four-year colleges and universities can meet their needs. These senior colleges typically have rigid course schedules, for instance, that conflict with family or work obligations. One solution is to provide flexible course schedules. Colleges and universities could also offer Saturday courses, as some already do, or they could schedule special sections of required classes at community colleges.

Another obstacle is that faculty at four-year institutions often underestimate the value of community college courses and the faculty that teach them. If these collaborative programs are to succeed, faculty at both institutions must respect one another and realize that they stand to benefit from establishing strong and mutually supportive relationships.

One of the greatest challenges is financial: nontraditional students often find it difficult to meet the expenses of a four-year institution. If they work, this

Who is participating in the Future Teachers Institute?

Program participants are students enrolled in Los Angeles Mission College who wish to become certified teaching assistants or teachers or to be teaching assistants in certain regions of the Los Angeles Unified School District. In 1992, 160 students participated in the program. The majority were single parents between the ages of 30 and 40, and were struggling to balance work, family, and school responsibilities. Most of the participants had between one and three children, took three or six units of course work per semester, had a combined family income below $10,000, and were employed up to six hours each week.

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often exacerbates the pressure they face. Many program participants stated that their expectations for financial assistance were not fulfilled and emphasized that students should seek careful and realistic financial advice before they transfer.

Recommendations

- Procedures for allowing students to transfer from a pre-education program at a two-year college to a teacher education program at a four-year institution should be streamlined. An advisor at the community college should be available to help transfer students understand their options, ensure that they take the necessary courses, and help them navigate the transfer process.

- Pre-education courses taught by faculty from the four-year institutions should be offered at community colleges, to familiarize transfer students with the senior institution's teacher education programs and to strengthen ties between the two institutions.

- Community colleges should offer courses that are transferable to the teacher education programs at four-year colleges. This requires close collaboration between the counselors at two-year colleges and the transcript offices at four-year institutions.

- Two- and four-year colleges should work together to ensure that transfer students take courses that cover the content of the NTE licensing tests.

- Student support services—particularly those designed to help minority and nontraditional students—should be made available at both two- and four-year institutions, and students should be urged to make use of them.

Bringing Teacher Assistants into Teacher Education Programs

Many teacher assistants have years of classroom experience, and some have pursued or are pursuing postsecondary education. Their presence in the classroom demonstrates their interest in teaching; thus, they represent another valuable source of minority teacher candidates.

Several collaborations between local school districts and universities are under way across the country, aimed at identifying, recruiting, and training minority teacher assistants with the potential to become teachers. Two of these programs are examined here.

California State University at Dominguez Hills

This state university is working with local urban schools to help minority teacher aides to become teachers. These school districts have a dire need for minority, particularly bilingual, teachers. Most teacher aides who participate in the Aide-to-Teacher program are Latino females, and many are immigrants, working mothers, and first-generation college students. A large number of them have completed one or more courses at a community college, but do not have clear educational goals.

The project recruits Latino teacher aides from the four districts with the greatest need for minority teachers. Through the program, these students are given college preparatory classes in English and mathematics, ensured admittance to the state university's pre-teacher education program, and offered a range of support services. Faculty and staff at California State University at Dominguez Hills work closely with the local school districts to ensure that the program runs smoothly. This helps facilitate the selection of teacher candidates, as well as the quality and responsiveness of the teacher education program.

A range of social and academic support services help participants complete the program.

Norfolk State University

This large university in Virginia, which enrolls a large number of Black students, created a teacher preparatory program in its school of education, designed for teacher aides interested in pursuing a bachelor's degree and teaching certificate. Faculty and staff from the university work closely with local school systems to recruit potential participants for the Advanced Training Program for Teacher Aides.

Because many teacher aides have taken few college courses and are anxious about higher education, Norfolk State's education department faculty use an array of teaching methods

to accommodate students' different learning styles. The curriculum begins with a series of teacher education courses, followed by general education courses. Multicultural content is infused throughout. Teacher aides receive academic credit for their classroom experience, but are also required to perform additional teaching in a different school. Their progress in the program is carefully monitored by the school of education faculty. Performance assessment, videotaping, and other evaluation tools give students an opportunity to reflect on and critique their own and each other's work.

Like the program at California State University, the Advanced Training Program for Teacher Aides offers participants numerous financial, academic, and social support services.

Challenges to Be Addressed

Not surprisingly, the challenges and obstacles faced by programs designed to recruit and prepare teacher aides to become teachers are much like those experienced by programs aimed at helping students transfer from two-year to four-year institutions of higher learning. In both cases, program participants tend to be nontraditional students, many of whom are older, have families, and are working.

The typical teacher aide is striving to maintain a balance between work, family, and school responsibilities. If classes are not available at convenient times, she may find it difficult to fulfill the requirements for her teaching degree. Further, her husband or family may not support her educational aspirations. Accordingly, teacher education programs that provide flexible class scheduling and counseling services increase the likelihood that the aide will complete the program.

Many teacher aides have abundant experience working with students, but limited experience being students. As a result, they tend to lack self-confidence and are especially anxious about test-taking situations. Activities that help teacher aides build their confidence and improve their test-taking skills are therefore particularly important.

Who is participating in the Advanced Training Program for Teacher Aides?

The program at Norfolk State University recruits current teacher aides who have earned at least 20 hours of college credit and maintained an above-average grade point average. Most of the participants are Black females who are over 30 years old and have families. Many have 10 or more years of experience as teacher aides. Program staff describe these individuals as being mature, extremely committed, and capable. They are highly professional, have a strong sense of purpose, and are proud of what they have accomplished.

Recommendations

- Higher education institutions and local schools should work together to select and recruit teacher aides who are likely to complete the program and earn a teaching degree. These might include, for example, aides who have taken a certain number of college courses or who have a certain amount of experience working in classrooms.

- Programs for teacher aides should offer a variety of career paths. Some programs, for example, allow participants to be certified as a teacher aide or as a teacher, while others offer teaching degrees with a bilingual emphasis.

- Colleges and universities that accept and educate teacher aides must provide the necessary support services—counseling, academic advising, and faculty mentoring, for example—to help participants balance their school, work, and family demands.

- Teacher aides should receive academic credit for the time they have spent working in classrooms.

- Higher education institutions should offer flexible course scheduling arrangements to accommodate the needs of teacher aides, many of whom are working or have family obligations.

Bringing Volunteers into Teacher Education Programs

Minority adults who volunteer in the schools have not been widely discussed as a potential source of future teachers, and this oversight seems unfortunate. Like teacher aides, many volunteers have years of experience working in classrooms, and many are interested in pursuing teaching careers. A recent study of a New York City program underscores the potential of minority volunteers as a source of future teachers.

The New York City School Volunteer Program

This program, one of the first of its kind in the country, recruits and trains adult volunteers to help improve the education of "at risk" students. During the 1993-94 school year, the program evaluated its volunteer program, giving special attention to volunteers' attitudes toward and interest in becoming teachers. Teachers were also surveyed to gather information about their past volunteer experiences and the effect of these experiences on their decision to pursue a teaching career.

The survey results indicate that volunteer experiences in education influenced the career decisions of many teachers. Teachers said that their volunteer work had given them confidence to further their education and strengthened their commitment to working in the schools.

Almost half the current volunteers who were surveyed, and more than half the minority volunteers, expressed an interest in paraprofessional or teacher training. In general, volunteers were more likely to say they were interested in teacher aide training (30 percent) than in teacher training (16 percent). Parent volunteers were especially likely to be interested in career opportunities in education: nearly half said they were interested in paraprofessional training, and 22 percent expressed an interest in teacher training.

Why would these volunteers consider becoming teachers? Many said they found working with children rewarding and felt that they had contributed to students' learning. Their primary motivations were to help children grow and develop, to help students acquire academic skills, and to continue working

How did being a volunteer affect teachers' career decisions?

Nearly half (46 percent) of the teachers surveyed by the New York City School Volunteer Program reported having been volunteers in an educational setting before pursuing teaching as a career. Most of these former volunteers had worked in schools, summer camps, and out-of-school programs. A majority of the teachers with past volunteer experience (70 percent) reported that this experience was a factor in their decision to become a teacher.

How did it influence their career decision making? Teachers offered the following reflections:

> "I always wanted to be a teacher and all of my volunteer experiences contributed to this career choice."
>
> "I felt I could make an important contribution to the education of young children."
>
> "I was able to see role models I wanted to emulate and those I never wanted to be."
>
> "It helped give me the courage and confidence to try teaching."

with children because they love doing so. Other volunteers had different reasons, however. As one woman wrote: "Being bilingual myself, I can help a lot of children who need help with the English language because we have a big Spanish population and their mothers cannot help them (with learning English). There are a lot of children who need that extra help."

Recommendations

Based on their observations of the New York City School Volunteer program, researchers have proposed several strategies that may help to draw greater numbers of minority volunteers into teaching. Because these are based on the experiences with a single program, and because none of these strategies has been tried and tested, these are posed as activities worth exploring rather than as firm recommendations.

- Volunteers who are interested in pursuing paraprofessional or teacher training can be given opportunities to network with one another and participate in peer mentoring.
- Schools or higher education institutions can provide workshops and seminars for volunteers on career opportunities in education, as well as on teaching skills, child development, and other topics.
- Written materials, the names and addresses of contact people, and other informational resources can be made available to volunteers interested in teaching careers.
- Colleges and universities can offer college credit for volunteers' classroom experience.

Restructuring Teacher Education for Diversity

The programs described above are all aimed at bringing more minority students into teacher education programs. If such efforts are to succeed, however, and if more minority students are to become teachers, then teacher training programs themselves—as well as the colleges and universities in which they reside—must be responsive to these students' needs.

In recent years, researchers have studied a number of teacher education programs that are remarkable for their commitment to training minority teachers. The efforts of two such programs, at places referred to here as "Institution A" and "Institution C," are described below.

"Institution A"

This small liberal arts college for women has expressed its commitment to diversity in its goals statement. One of the institution's stated objectives is to "develop in students the ability to live meaningfully in a multicultural world." This objective is manifested in many steps the college has taken in the last 15 years to enroll increasing numbers of minority students, revise curricula to encompass multicultural content, and create a multicultural climate on campus.

The college hired a counselor to focus exclusively on recruiting minority students through networking and other activities. To assist applicants who do not meet admissions requirements, the college developed a precollege program to strengthen their academic, language, and study skills. In evaluating prospective students, the college uses information about their potential for academic success in addition to the more typical criteria.

An Office of Multicultural Services was created at Institution A in the early 1980s to assist in broadening both the curriculum and the campus culture. Through this office, the college not only revamped the course of study, but also introduced a range of flexible course-scheduling options to accommodate the needs of working students, many of whom are minority members. The college also initiated a large-scale faculty and staff development effort to promote an institution-wide commitment to diversity. Further, the college began to review retention statistics more carefully and assigned a special committee to recommend new or revised solutions to improve outcomes for groups with low retention rates. To encourage minority student retention, the college provided special scholarships for students who want to become teachers and an array of support services to address students' concerns and needs.

Institution A's teacher education program gives prospective teachers numerous opportunities to gain experience in urban schools and community sites. These field experiences are designed to bring multicultural

content alive, and students are encouraged to reflect on what they are learning through journals and seminar discussions. One faculty member in the teacher education program at Institution A, for instance, used her multicultural classes to show prospective teachers some approaches that they, in turn, can use. The content of her courses and her teaching methods are constantly changing as she searches for ways to tap the background knowledge and experiences of her students, modeling good practices for those who plan to enter teaching.

"Institution C"

This mid-sized state university has a mandate to serve nontraditional students. Approximately 29 percent of the students are members of racial/ethnic minority groups, almost two-thirds are age 22 or older, and nearly three-quarters work either full- or part-time. Their backgrounds and needs, therefore, are quite different from those of the traditional college student population.

To increase minority student enrollment, Institution C has modified its recruitment practices and admissions criteria. It also offers teaching scholarships for talented minority students, recognizing that many promising students could not otherwise assume the financial burden of higher education. Once students are enrolled, the university offers an extensive array of support services—ranging from peer tutoring and study groups to academic skills workshops—to encourage them to remain in the program through graduation. Students are admitted into the university's teacher training program in cohorts, and they continue through the program as a group. This, combined with activities such as regular group meetings, builds a sense of support among the students. This is especially important for minority students, who often have relatively low college retention rates.

The university's teacher training program prepares students to teach in urban classrooms. Its philosophy is that all teachers must be prepared to teach students from culturally diverse backgrounds and that this is especially important for teachers in urban schools. The program is especially concerned with the needs of local school districts. Accordingly, district and school personnel actively participate in the teacher education process by planning, monitoring, and helping to revise the curriculum. They also coteach selected courses with college faculty. The curriculum prepares teachers to work with students from diverse backgrounds and therefore includes extensive multicultural content. In particular, prospective teachers are taught to respect students' different language and cultural backgrounds and to hold high expectations for every student in the classroom. Faculty are urged to demonstrate in their own classrooms how to embrace multiculturalism and teach for diversity, so that prospective teachers can learn by example.

In addition to receiving a strong curricular foundation, the teachers-in-training at Institution C participate in an intensive field experience. They teach in the local schools under the supervision of master teachers who serve as mentors. This experience not only strengthens prospective teachers' preparedness for the rigors of teaching in an urban school, but also facilitates their access to local teaching positions.

Challenges to Be Addressed

The evidence suggests that there are many minority individuals who wish to become teachers. But, as one researcher recently put it, "if institutions expose them to the same routine, boring, and unresponsive curriculum used to produce countless numbers of ill-prepared teachers... then what's the point?"

Accordingly, one of the primary challenges facing teacher education programs is to make themselves responsive to the needs of *all* students. Nontraditional students bring an abundance of knowledge, life experience, and "cultural capital" to the classroom. Many of them are mothers, many are workers, many speak other languages, and many have first-hand knowledge—knowledge that many college faculty lack—of urban schools. Too often, however, what they know is unvalued and therefore left untapped.

Another challenge that teacher education programs face is to demonstrate their

commitment to diversity by hiring more minority faculty and being more active in the local schools. Half of all the doctoral degrees that Black individuals in this country receive are in education, yet the vast majority (90 percent or more) of the faculty in schools of education are White. Further, very few full-time faculty in schools of education have taught in the nation's largest and most culturally diverse school systems. This surely limits their capacity to educate and prepare future teachers to work in these settings.

Part of the problem lies in the system of rewards and incentives at colleges and universities. Although the situation is changing at some institutions of higher education, most place relatively little value on teaching and community service. At many colleges and universities, the efforts of talented and committed faculty working in the schools, particularly schools with predominantly Black or Hispanic enrollments, are viewed as "soft," or not sufficiently rigorous. If schools of education are to prepare teachers adequately for the classrooms of the future, they must value and reward the time that faculty members spend working in the schools and mentoring students.

Recommendations

- Colleges and universities should express their commitment to diversity in their mission statements, and they should demonstrate this commitment by creating a campus climate that encourages and values multiculturalism.
- Working with local schools, colleges and universities should offer pre-college programs to help prepare minority students for the demands of higher education.
- Higher education institutions should work vigorously to recruit both faculty and students of color.
- Admissions criteria should be made more flexible, so that consideration is given to work experience and other information that may tell more about nontraditional students' academic potential than do the usual criteria.
- Faculty should be encouraged to create inclusive learning environments in their classrooms and should be rewarded for mentoring and field work activities.
- Curricula should be reexamined and revised to incorporate multicultural themes and perspectives.
- Colleges and universities must offer adequate support services—social, academic, and financial—to students who need them.
- Higher education institutions should track, investigate, and try to address the reasons why so many students—particularly minority students—leave before completing degree programs.

Reflections on the Programs

These programs are only a sample of the efforts under way across the country to increase the number of minority teachers and to help train all teachers to work in diverse classrooms. They focus on some of the more apparent sources of potential teachers, including secondary school students, community college students, teacher aides, and volunteers.

Other possibilities remain unexplored, however. For example, recent minority college graduates in non-education fields could be recruited into teacher training programs. Recent surveys indicate, in fact, that there is a high level of interest in teaching within this population. Retired Black and Hispanic teachers represent another valuable but heretofore untapped resource. One can easily see the benefits of enlisting these individuals to help train the next generation of teachers. Their knowledge and years of experience working in classrooms would make them valuable mentors.

The schools, community colleges, and four-year higher education institutions that are engaged in the various projects described here have joined forces to find ways to address their local needs. On the one hand, they observe that increasing numbers of their students are Black, Latino, or Asian American. They also see that many young students have a limited grasp of the English

language. On the other hand, they know that the supply of minority teachers is small and, in many places, dwindling. They realize that many current teachers are ill-prepared to understand and work with students whose lives, backgrounds, and cultures are far different from their own.

These two trends are clearly in conflict. There is little doubt that steps must be taken to ensure that the classrooms of today and tomorrow are led by teachers who respect and know how to cultivate the potential of all students—including those whose experiences and backgrounds are worlds apart from their own. Not all of these teachers can or should be members of minority groups, but surely part of the solution must be to increase the numbers of such teachers.

In examining these working programs, perhaps what is most remarkable is the range of creative solutions that have been developed to prepare a new generation of teachers to teach for diversity. Their universality is also worth noting. The solutions described in these pages grew out of the particular circumstances and problems that particular communities faced, but it seems clear they can be adapted to settings that are substantially different. What works in Los Angeles may well work in Baltimore, or Dubuque, or Portland. The most crucial elements in the success of such programs, as evidenced by these case studies, are a belief in the importance of training teachers to work in diverse classrooms, a willingness to engage in close collaboration with other educational institutions that share this belief, and a commitment to finding creative ways to meet the challenge.

* * *

More detailed information on the programs described in this issue of *Policy Notes* can be found in the following publications and are available from the Policy Information Center:

Villegas, A.M., Clewell, B.C., Anderson, B.T., Goertz, M.E., Joy, M.F., Bruschi, B.A. & Irvine, J.J. (1995). *Teaching for Diversity: Models for Expanding the Supply of Minority Teachers*. Princeton, NJ: Educational Testing Service, Policy Information Center. $6.50.

Anderson, B.T., Clewell, B.C., Bruschi, B.A., Joy, M.F., & Gant, J. (1994). *Volunteering and Teaching Careers*. Report to the New York City School Volunteer Program. Princeton, NJ: Educational Testing Service. $2.50.

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